

## **ABSTRACT**

**RESEARCH PAPER:** Teaching Strategies Utilized by Clinical Nurse Instructors in Clinical Conferences

**STUDENT:** Lisa Scholl, BSN, RN, CNOR

**DEGREE:** Masters of Science

**COLLEGE:** College of Applied Sciences and Technology

**DATE:** May, 2011

Clinical instructors have classically used multiple teaching strategies to incorporate and develop critical thinking skills in their students. The purpose of this study is to analyze and categorize teaching techniques utilized by clinical nursing instructors in clinical conferences. This study is a partial replication of the 1998 study performed by Sellappah, Hussey, Blackmore, and McMurray. The framework used to guide the study would be Craig and Page's (1981) conceptual framework based on Bloom's (1956) taxonomy of cognitive domain. The nursing faculty will be second through final semester clinical instructors at Ball State University teaching in the baccalaureate nursing program. The sample size will be 10 clinical instructors. Participants will tape record two mid-semester clinical conferences. The teaching techniques will be classified according to Craig and Page's (1981) framework. Findings will determine teaching techniques utilized by clinical instructors in clinical conferences.